

Career Ladder Guidance on Frequently Asked Questions (FAQ)
Released March 8, 2024
Revised June 5, 2024

The intent of this Career Ladder FAQ document is to provide additional clarification as elements of the career ladder move toward implementation. It does not directly replace the MSDE NBC Guidance document that was issued in April 2022 and updated in September 2022, which responded to questions as salary increases for eligible NBC teachers were first implemented in SY22-23. The AIB and MSDE have received additional questions and will provide additional guidance on those questions as soon as possible.

1. What are the required elements of the career ladder?

The career ladder must consist of four levels as follows:

- Level One: A State certified teacher
- Level Two: A teacher who is pursuing:
 - i. A master's degree;
 - ii. 30 credits in a program of study approved by the State Board, in consultation with the Professional Standards and Teacher Education Board; or
 - iii. National Board Certification (NBC)
- Level Three:
 - i. An NBC teacher;
 - ii. If there is no assessment comparable to NBC for the teacher's subject area, then a teacher with a master's degree in the teacher's subject area; or
 - iii. An assistant principal
- Level Four:
 - i. A teacher on the teacher leadership track, in the following tiers:
 - 1. Lead Teacher;
 - 2. Distinguished Teacher; or
 - 3. Professor Distinguished Teacher
 - ii. A teacher on the administrator track, in the following tiers:
 - 1. Licensed Principal; or
 - 2. Distinguished Principal

Title 6, Subtitle 10 of the Education Article, Md. Annotated Code, includes additional requirements related to amounts and use of collaborative time, criteria for placement and movement on the career ladder, professional development, and evaluation.

The career ladder, as a whole, addresses multiple areas, including:

- Fair and adequate compensation for the work of professional teachers; but the career ladder is not a compensation model beyond the requirements in law (see Q2);
- Support and encourage teachers working in teams to systematically improve schools and curricula;
- Provide teachers with the opportunity to identify and work with students who need extra help, including by

- providing time during the school day to take on those pursuits;
- Provide teachers with the opportunity to develop their skills and knowledge by participating in job-embedded professional development;
- Provide teachers with increased authority, responsibility and autonomy for making school-level decisions as they move up the career ladder and receive effective evaluations; and
- Provide mentoring as teachers move through the tiers (teachers in the upper levels of the career ladder shall mentor teachers in the lower levels of the ladder, especially those teachers who teach in schools with high proportions of low-performing students).

The Blueprint requires the AIB to monitor public schools and local school systems to ensure that sufficient numbers of teachers are participating in the career ladder and achieving National Board Certification.

Link(s) to additional information:

- [§6-1001](#), [§6-1002](#), [§6-1007](#)

2. What are the specific teacher compensation requirements in the career ladder?

Teacher salary increases associated with the career ladder shall at a minimum include:

- Becoming an NBC teacher: \$10,000 salary increase;
- An NBC teacher at a low-performing school as identified by the county board: \$7,000 salary increase;
- Becoming a lead teacher: \$5,000 salary increase;
- Becoming a distinguished teacher: \$10,000 salary increase
- Becoming a professor distinguished teacher: \$15,000 salary increase
- Becoming a distinguished principal: \$15,000 salary increase
- Earning a first maintenance of NBC: \$8,000 salary increase (maximum State share, see note)
- Earning a second maintenance of NBC: \$7,000 salary increase (maximum State share, see note)
- Earning a third maintenance of NBC: \$6,000 salary increase (maximum State share, see note)
- Minimum teacher salary beginning July 1, 2026: \$60,000

Note: NBC salary increases are subject to wealth equalization through the State and local share calculation. Salary increases associated with maintenance of NBC are subject to collective bargaining.

Link(s) to additional information:

- [§6-1009](#)

3. Does Level One include teachers with a Conditional Certificate or Resident Teacher Certificate?

Level One of the Blueprint legislation does not include an individual with a Resident Teacher Certificate (RTC). The Blueprint does not specify whether conditional teachers are included in Level One. However, salaries for RTC and conditionally certified teachers are subject to collective bargaining. See question 4.

Link(s) to additional information:

- [§6-1001](#), [§6-1002](#), [Maryland Certifications](#)

4. Does the \$60,000 minimum salary requirement also apply to teachers with a Conditional Certificate and/or Resident Teacher Certificate beginning July 1, 2026?

Teachers with a resident teacher certificate are not included in the definition of teacher. The Blueprint does not specify whether the minimum salary applies to conditional teachers. However, the statute also provides that anything not specified in the law is subject to collective bargaining.

Link(s) to additional information:

- [§6-1009, Maryland Certifications](#)

5. What criteria or definition must be met to be considered 'pursuing'?

To begin a National Board candidacy, teachers must sign up with the National Board for Professional Teaching Standards (NBPTS), complete an annual registration, and select components to submit. The candidacy may take anywhere from one to five years but all four of the required components must be attempted within the first three years. A teacher who is actively engaged in a candidacy may be considered “pursuing” National Board Certification (NBC).

Link(s) to additional information:

- [§6-1012](#)

6. How does the Blueprint provide support for teachers pursuing NBC?

The Blueprint legislation establishes an NBC fee incentive program (Education Article, § 6-1012) to cover the full cost of the initial completion and renewal of NBC. Participating teachers must enter into a memorandum of understanding (MOU) with MSDE to receive the fee incentive. LEAs may use the MOU to verify a teacher is pursuing National Board Certification for those teachers who participate in the fee incentive program.

The Blueprint also establishes an NBC Support Program to encourage and support teachers in the State in obtaining and maintaining an NBC. The Program must include a virtual course for teachers interested in pursuing an NBC as well as virtual and in-person support to teachers pursuing an NBC. The legislation also specifies that MSDE will establish a National Board Coordinator to direct the Program, and each superintendent will select a Local National Board Coordinator to support the Program for their school district. Every school district has selected a National Board Coordinator and is sharing NBC information with their teachers.

Link(s) to additional information:

- [§6-1008, MSDE NBC Guidance - Sep 2022](#)

7. In addition to teachers who are pursuing an NBC, does Level Two also include teachers who are pursuing a master’s degree or 30 credits in a program of study approved by the State Board?

Yes, Level Two includes teachers who are pursuing a master’s degree or 30 credits in a program of study approved by the State Board.

The Blueprint legislation does not require that a teacher receive a salary increase when moving from Level One to Level Two. Any such salary increase would be subject to the local collective bargaining process and be funded through the school district’s local operating budget.

Teachers who are successful in their pursuit of earning an NBC will move to Level Three and realize a \$10,000 salary increase as well as future salary increases for maintaining their NBC. If there is no assessment comparable to NBC for the teacher’s subject area, then a teacher with a master’s degree in the teacher’s subject area will also move to Level Three and receive a \$10,000 salary increase. The State provides its share of Level Three salary increases.

Collective bargaining agreements in many of the districts across the State already provide salary increases for teachers who have successfully earned 30 credits in a program of study approved by the State Board or advanced degrees. Such salary increases are funded through the school district’s local operating budget.

Link(s) to additional information:

- [§6-1009](#)

8. The Blueprint legislation does not specifically reference any placement on Level Two for teachers who are pursuing a master’s degree if there is no NBC comparable to the teacher’s subject area. Are these teachers eligible for Level Two?

Yes. Blueprint legislation provides that Level Two includes a teacher who is pursuing a master’s degree, 30 credits in a program of study approved by the State Board, or an NBC. Therefore, a teacher pursuing a master’s degree because there is no NBC comparable to the teacher’s subject area would be included in the more general category of pursuing a master’s degree.

Link(s) to additional information:

- [§6-1009](#)

9. Is a master’s degree required as part of maintaining a Maryland teaching certificate?

Effective April 1, 2024, amended COMAR 13A.12 Educator Licensure regulations do not require an educator to earn a master’s degree as part of maintaining a Maryland teaching license. This regulation also changes terminology from Maryland certificates to Maryland license types. COMAR 13A.12.04 makes advancement a voluntary process with the word “may.” COMAR 13A.12.02.04B provides: “The Initial Professional, Professional, and Advanced Professional license may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .06 of this chapter based on an individual professional development plan as set forth in Regulation .05 of this chapter that is designed to improve teaching and student learning and that is approved, if required, by the educator’s supervisor.” Furthermore, COMAR 13A.12.02.04C(2) provides that an educator may request advancement to a new level of licensure by submitting: an application, documentation demonstrating the applicant has met the requirements of the new level of licensure, and a fee.

10. Would a teacher who currently holds a master’s degree be placed on Level Two?

Yes, unless they hold a master’s degree in a subject area that does not have a comparable NBC, in which case they may be placed on Level Three. Teachers who currently hold a master’s degree in a subject area that has a comparable NBC, but who have not attained the NBC, may be placed on Level Two. Teachers pursuing a master’s degree may be placed on Level Two. The Blueprint legislation does not require that a teacher receive a salary increase when moving from Level One to Level Two. Any such salary increase would be subject to the local collective bargaining process and be funded through the school district’s local operating budget.

Collective bargaining agreements in many of the districts across the State already provide salary increases for teachers who have successfully earned 30 credits in a program of study approved by the State Board or advanced degrees. Such salary increases are funded through the school district’s local operating budget.

Link(s) to additional information:

- [§6-1002](#)
- [§6-1009](#)

11. Will local school districts receive State funding for Level Two teachers who are pursuing an NBC or a master’s degree in their subject area if there is no comparable NBC assessment in that subject area?

Teachers interested in pursuing an NBC will receive funding to cover costs associated with their NBC candidacy, provided they meet the applicant eligibility requirement. These costs will be shared between the local school system

and MSDE where MSDE will cover $\frac{2}{3}$ of program costs and LEAs will cover $\frac{1}{3}$ of program costs. Teachers who meet the definition of “teacher” and the eligibility criteria established by the NBPTS are eligible. If a participant leaves the program prior to completion, participants must repay both MSDE and the LEA for all program costs received.

Collective bargaining agreements in most, if not all, of the districts across the State already provide an option for tuition reimbursement for teachers who wish to complete additional college courses and/or degrees. This would be the case for teachers who pursue a master’s degree in their subject area because there is no comparable NBC assessment. When provided, reimbursement of tuition costs is funded through the school district’s local operating budget.

Link(s) to additional information:

- [§6-1012, MSDE NBC Guidance - Sep 2022](#)

12. Will local school districts receive State funding for Level Three teachers with an NBC or master’s degree in their subject area if there is no comparable NBC assessment in that subject area? Up until now, LEAs have been required to provide the number of NBC teachers on Level Three; however, no data has been collected on Level Three teachers with a master’s degree in their subject area which has no comparable NBC assessment.

Currently, eligible teachers with an active NBC are eligible for the \$10,000 NBC salary increase.

Once local school districts have developed their career ladder model through the collective bargaining process, the AIB gives final approval, and the AIB and MSDE identify eligible subject areas which have no comparable NBC assessment and the master’s degree requirements, eligible teachers with a master’s degree in their subject area which has no comparable NBC assessment will also be eligible for the \$10,000 salary increase, and MSDE will collect this data in order to provide State funding.

Link(s) to additional information:

- [MSDE NBC Guidance - Sep 2022](#)

13. Where will a teacher who currently has a master’s degree in education in a non-NBC area be placed?

If there is no assessment comparable to NBC for the teacher’s subject area, then a teacher with a master’s degree in the teacher’s subject area will be eligible to be placed on Level Three and receive a \$10,000 salary increase once a career ladder has been negotiated and adopted. AIB and MSDE must also identify eligible subject areas which have no comparable NBC assessment and the master’s degree requirements for a teacher’s subject area.

Link(s) to additional information:

- [§6-1009](#)

14. Where do positions like testing coordinators and guidance counselors fit into this?

“Teacher” is defined as a certified public school employee who is primarily responsible and accountable for teaching students in the class. “Teacher” does not include, unless otherwise provided:

- Curriculum specialists;
- Instructional aides;
- Attendance personnel;
- Psychologists;
- Social workers;
- Clerical personnel;

- An individual with a Resident Teacher Certificate; or
- An individual with a certification for career professionals

Guidance released by MSDE in collaboration with AIB in 2022 (linked below) defines “Primarily Responsible and Accountable” as a teacher of record, or co-teacher (including a special education teacher or multilingual learner (MLL) teacher), who delivers instruction and is responsible for a student’s or group of students’ academic progress in a Pre-K-12 public school setting, and teach in the classroom on average at least 60% of the teacher’s working time subject to local school system interpretation. See COMAR 13A.07.09.02.

Any individual, regardless of job title (unless explicitly excluded from the definition of teacher), whose formal job responsibilities meet the eligibility criteria established in statute and clarified in this guidance may receive salary increases. See Ed. § 6-1001(e).

All other salary is subject to collective bargaining, including for those positions excluded in the above definitions and eligibility criteria.

A special education teacher or MLL teacher who may not be the “teacher of record” for the class may be eligible for these salary increases so long as they meet all other eligibility criteria. Time including but not limited to co-teaching, assessing students, implementing IEP and MLL services, and working toward student goals and objectives shall count towards the minimum required “teaching time”.

There may be other co-teaching models in districts.

Link(s) to additional information:

- [§6-1001](#),
- [MSDE NBC Guidance - Sep 2022](#)
- [§6-1003](#)

15. Does Level Three apply to positions such as special education coordinators and reading specialists?

Level Three and the related salary increases apply specifically to a teacher with an NBC or if there is no assessment comparable to NBC for the teacher’s subject area, then a teacher with a master’s degree in the teacher’s subject area if they meet the minimum teaching time requirements (see Q14).

Link(s) to additional information:

- [§6-1009](#)

16. What teacher leader positions will fall in Level IV? Is it solely instructional lead teachers?

The Level Four teacher leadership track includes Lead Teacher (\$5,000 salary increase), Distinguished Teacher (\$10,000 salary increase), and Professor Distinguished Teacher (\$15,000 salary increase). The State funds the State share of career ladder salary increases. Promotion up the career ladder is not guaranteed. All other positions not outlined above are subject to collective bargaining.

Link(s) to additional information:

- [§6-1007](#), [§6-1009](#)

17. It is my understanding that only NBC teachers would be eligible for the Level Four teacher leadership track. Is this correct?

No. A teacher on the Level Four teacher leadership track can be an NBC teacher or if there is no assessment comparable to NBC for the teacher's subject area, have a master's degree in the teacher's subject area. Promotion up the career ladder is not guaranteed.

Link(s) to additional information:

- [§6-1004](#)

18. Will the state provide a list that identifies subject areas for which there is no assessment comparable to NBC?

MSDE and AIB staff continue to work with the National Board of Professional Teaching Standards that oversees NBC to provide guidance on which subject areas do not currently have a comparable NBC assessment. The link below contains the current NBC/MSDE Educator License Crosswalk.

Link(s) to additional information:

- [NBPTS Website, NBC/MSDE Educator License Crosswalk](#)

19. Suppose a teacher has earned a master's degree in Chinese, and there is not an NBC currently for Chinese. Could that individual be a lead teacher or will only Spanish or French teachers with an NBC be eligible to be lead teachers in world languages?

Per statute, a teacher on the Level Four teacher leadership track shall be an NBC teacher or if there is no assessment comparable to NBC for the teacher's subject area, have a master's degree in the teacher's subject area. Therefore, the teacher with the master's degree who has no option for an NBC in their subject area would be eligible for the Level Four teacher leadership track. The AIB and MSDE will identify eligible subject areas which have no comparable NBC assessment and the master's degree requirements.

Link(s) to additional information:

- [§6-1004](#)

20. Is there a requirement for teachers to move to the next level of the career ladder, and will there be a consequence if they do not?

No. There is no such requirement in the Blueprint legislation; however, the guiding principles for the development of the career ladder include incentivizing existing teachers to opt into the career ladder and to stay on the teacher track rather than moving to the administrator track.

Link(s) to additional information:

- [§6-1002](#)

21. Suppose an NBC teacher who is currently on Level Three receiving the \$10,000 salary increase opted to not maintain their NBC. At what Level would they be placed, and would they realize a decrease in salary?

If a teacher achieves Level Three or Level Four by being an NBC, the teacher is required to maintain an active NBC in order to remain on Level Three or Level Four, as applicable. If the teacher opts not to maintain their NBC and allows it to lapse, the teacher is no longer eligible for placement on Level Three or Level Four, unless they successfully earn an NBC again or earn a Master's degree in the teacher's subject area if there is no assessment comparable to NBC for the teacher's subject area. Also, State funding for the teacher's NBC-related salary increases would not continue into the next fiscal year. The teacher's scale and salary adjustment following the lapse of their NBC would be subject to collective bargaining.

Link(s) to additional information:

- [§6-1002](#)

22. Suppose an eligible teacher who is currently on Level Three receiving the \$10,000 salary increase were to move to another position that does not meet the definition of “teacher”. Would that person continue to receive the salary increase, or would their salary be decreased by \$10,000?

Whether the person would realize a salary reduction when moving to a position that no longer meets the definition of “teacher” would be subject to collective bargaining; however, State funding for the person’s salary increase would not continue into the next fiscal year.

Link(s) to additional information:

- [§6-1009](#)

23. Suppose an eligible teacher who is currently on Level Four receiving a salary increase prescribed by the teacher leadership track decides they no longer want to be in an instructional leadership position and is subsequently reassigned to a classroom teacher position. How will this affect their salary?

Whether the teacher would realize a salary reduction when moving from Level Four to Level Three would be subject to collective bargaining; however, State funding for the person’s salary increase related to their holding a position in the Level Four teacher leadership track would not continue into the next fiscal year.

Link(s) to additional information:

- [§6-1009](#)

24. Many teachers have a master’s degree in Public School Administration, and this is not an NBC certification area. Would those teachers be eligible for Level Three even if they are not an assistant principal?

No. Level Three and the related salary increases apply specifically to a teacher with an NBC or if there is no assessment comparable to NBC for the teacher’s subject area, then a teacher with a master’s degree in the teacher’s subject area. Public School Administration is not, itself, a content area that would be taught by a teacher.

Link(s) to additional information:

- [§6-1009](#)

25. Has anyone reviewed the achievement rate for minority teachers earning NBC?

MSDE modified its data collection for NBC beginning in the 2023-2024 school year so that this data can be analyzed for Maryland teachers moving forward.

26. Did the law change from a specified salary increase for maintenance of an NBC to instead a maximum amount the State would fund toward a negotiated salary increase for maintenance of an NBC?

Section 6-1009 (b)(1) specifies that salary increases for maintenance of NBC are subject to collective bargaining. This language has not been changed since the provision was enacted by Chapter 36 of 2021. §6-1009 (b)(2) indicates:

“The State share for the following salary increases provided under paragraph (1) of this subsection shall not exceed the following amounts:

- Earning a first maintenance of NBC - \$8,000 salary increase;
- Earning a second maintenance of NBC - \$7,000 salary increase; and
- Earning a third maintenance of NBC - \$6,000 salary increase”

The AIB and MSDE have interpreted this language to mean that the maximum total salary increase for which the State share will be funded is the amount specified in statute, e.g., \$8,000 for the first maintenance of NBC, etc. On average, the State share is 50% of each program (e.g., \$4,000) but the exact amount varies for each school district based on wealth equalization.

A school district and exclusive employee representative may negotiate a lower or higher increase. If a higher amount is negotiated, the State will not fund its share above the statutory maximum; the full amount above the maximum specified must be provided from the local school system's operating budget.

Link(s) to additional information:

- [§6-1009](#)

27. Do teachers who choose not to opt-in to the career ladder get the reduced teaching time or just those in the career ladder?

The law states that beginning with teachers listed under §6-1002(h)(3), a teacher on Level One, Two, or Three shall:

- Teach in the classroom on average 60% of the teacher's working time; and
- Spend the remaining time on other teacher activities, including:
 - Improving instruction;
 - Identifying, working with, and tutoring students who need additional help;
 - Working with the most challenging students;
 - Working with students living in concentrated poverty; and
 - Leading or participating in professional learning.

Level one of the career ladder essentially includes all certified teachers in the district. Funding for the minimum collaborative time is phased in over an 8-year period beginning July 1, 2025 (FY 2026) and as specified in the school district's career ladder plan approved by the AIB. Priority is given in the law to new teachers, particularly those teaching in low performing or high concentration of poverty schools; and teachers in schools that are low-performing, have a high proportion of low-income students, or have large achievement gaps among student groups.

Link(s) to additional information:

- [§6-1002](#),
- [§6-1003](#)

28. What are career ladder requirements regarding the percentage of time teaching in the classroom?

The Blueprint legislation requires that a teacher on Level One, Two, and Three of the career ladder shall teach in the classroom on average 60% of the teacher's working time and spend the remaining time on other teacher activities.

Teachers on Level Four of the Career ladder shall spend the following time teaching in the classroom:

- A lead teacher shall teach in the classroom on average 50% of the teacher's working time.
- A distinguished teacher shall teach in the classroom on average 40% of the teacher's working time.
- A professor distinguished teacher shall teach in a classroom on average 20% of the teacher's working time.

Link(s) to additional information:

- [§6-1003](#)
- [§6-1004](#)

29. How is the percentage of time teaching in the classroom calculated?

For the purposes of calculating a teacher’s time teaching from their total “working time” as prescribed by law, “working time” shall be defined as the teacher’s total contractual working time during the student day, in hours, in a student year as defined by each district, rounded to two decimal places. If the contract designates non-working time during the school day such as a duty-free lunch time, it should not be included in the total working time.

For example, for a teacher whose student day begins at 8:00 a.m. and ends at 3:00 p.m. with a 30-minute duty-free lunch would have a total working time of 6.5 hours. Therefore, 60% of time teaching in the classroom would be calculated as 3.9 hours (6.5 hr x 60% = 3.90 hr) or 234 minutes.

Link(s) to additional information:

- [§6-1003](#),
- [MSDE NBC Guidance - Sep 2022](#)

30. What is meant by “on average” when referencing the percentage of time teaching in the classroom?

Delayed openings, early dismissals, and other related-occurrences, whether planned or due to an unexpected circumstance such as inclement weather or emergency, can impact the school schedule on a given day(s). The term “on average” provides for the possibility of such occurrences when a change to the schedule on a given day may result in not satisfying this requirement.

Link(s) to additional information:

- [§6-1003](#)

31. What type of work/activities is considered to be part of the 60% of time teaching in the classroom?

The type of work considered to be part of the 60% of time teaching in the classroom includes the time a teacher is assigned to teach in the classroom and/or provide supervision of students during their working time. The majority of a teacher’s time should be in direct instruction of students.

Link(s) to additional information:

- [§6-1003](#)

32. What type of work/activities is considered to be part of the remaining 40% of a teacher’s working time?

The type of work considered to be part of the remaining 40% of a teacher’s working time includes:

- Individual planning time;
- Collaborative time;
- Improving instruction;
- Identifying and working with students who need additional help;
- Leading or participating in professional learning and collaboration with colleagues

Link(s) to additional information:

- [§6-1003](#)

33. Are Level Two teachers required to teach 60% of their working time, or is this optional?

The law specifies that a teacher on Level One, Two, or Three shall teach in the classroom on average 60% of their working time, with the first priority in meeting the requirement for new teachers and teachers in low-performing

and concentration of poverty schools. The funding to meet the requirement for all teachers is phased in over 8 years beginning in fiscal 2026.

Link(s) to additional information:

- [§6-1003](#)

34. What is the timeline for submitting teacher-related elements of the career ladder, and when do they go into effect?

	FY23	FY24	FY25		FY26		FY27	FY28	FY29	FY30	FY31
	07/01/22	07/01/23	07/01/24 Plan Due	07/01/24	07/01/25 Plan Due	07/01/25	07/01/26	07/01/27	07/01/28	07/01/29	07/01/30
Component: LEA career ladder and associated salary increases shall take effect based on MSDE's recommendation and AIB's approval.											
\$10,000 salary increase for NBC	Live >>>>										
\$7,000 NBC salary increase for NBC at low-performing schools	Live >>>>										
Salary scales for Levels 1-3 of Career Ladder			Plans Due			Live >>>>					
Salary scales for Level 4 of Career Ladder			*May Include		Plans Due	*Live >>>>	Live >>>>				
Salary scales for maintenance of NBC			Plans Due 9/1/24 for 1st NBC Maintena nce		Plans Due for 2nd & 3rd NBC Maintena nce	Live >>>>					
LEAs shall develop policies to select teachers and leaders to move up the career ladder in accordance with State requirements and are otherwise subject to collective bargaining.					Plans Due		Live >>>>				
Evaluation system, including PAR					Plans Due		Live >>>>				
Summary of duties or responsibilities for teachers on Levels 1-3 of the career ladder.			Plans Due			Live >>>>					
Summary of duties or responsibilities for teachers on Level 4 of the career ladder			*May Include		Plans Due	*Live >>>>	Live >>>>				
New professional development system			MSDE Plan Due	Live >>>>			All current teachers trained				
Demonstration of 10% salary increase	<<<< Live >>>		Attest -ation Due								

Minimum starting teacher salary at least \$60,000							Live >>>>				
Administrators' career ladder salary scales					Plans Due						
Minimum percentages for teaching time (8 year phase-in)					Plans Due	Live >>>>					
MSBE and PSTEB shall establish a process through which an individual who is not an NBC teacher may receive a waiver to serve as a licensed principal.									Process Due		
LEAs shall require licensed principals to be NBC teachers by 7/1/29 (waiver available through MSBE)										Live >>>>	
AIB shall determine when the career ladder has been well established throughout the State for the purposes of implementing the Blueprint											TBD

Note: "Live" in the table generally indicates when State funding, if applicable, is first provided.

SY23-24

- LEAs continue the \$10,000 NBC salary increase for eligible NBC teachers and \$7,000 additional salary increases for eligible NBC teachers who are teaching in low performing schools for SY23-24
- LEAs develop the compensation section that includes Levels 1-3 and Level 4 (if applicable) for the local career ladder plans to be submitted 7/1/24 and the first maintenance of certificate salary increases for eligible NBC teachers for the local career ladder plans to be submitted 9/1/24

SY24-25

- LEAs continue the \$10,000 NBC salary increase for eligible NBC teachers and \$7,000 additional salary increases for eligible NBC teachers who are teaching in low performing schools for SY24-25
- LEAs may implement Level 4 (if applicable) for approved local career ladder plans beginning in SY24-25
- LEAs that implement Level 4 on a pilot basis in SY 2024-25 shall include a description of the pilot(s) and how the pilot(s) will be evaluated in the local career ladder plan; AIB and MSDE may request a progress report in late Fall 2024 on the pilot(s).
- AIB/MSDE review the submitted career ladder plans that includes Levels 1-3 and Level 4 (if applicable) to be approved prior to SY25-26
- MSDE collects data in Fall 2024 for eligible NBC teachers who have renewed their NBC certification to then be included in State funding for maintenance of certificate salary increases for SY25-26 (FY26)
- LEAs implement position descriptions for the Level 1-3 teachers beginning SY24-25
- LEAs develop the career ladder that includes Level 4 (unless completed the prior year) and the maintenance of certificate salary increases for eligible NBC teachers for the local career ladder plans to be submitted 7/1/25
- LEAs develop the evaluation section that aligns with Blueprint requirements and includes PAR for the local career ladder plans

SY25-26

- LEAs implement approved local career ladder plans that include Levels 1-3 and Level 4 effective 7/1/25
- MSDE collects data in Fall 2025 for eligible NBC teachers who have renewed their NBC certification to then be included in State funding for maintenance of certificate salary increases for SY26-27
- AIB/MSDE review the career ladder that includes Level 4 (unless completed the prior year) and the remaining maintenance of certificate salary increases for the submitted local career ladder plans to be approved prior to SY26-27
- AIB/MSDE review the evaluation section that aligns with Blueprint requirements and includes PAR for the submitted local career ladder plans to be approved prior to SY26-27

SY26-27

- LEAs implement a \$60,000 minimum teacher salary beginning SY26-27
- LEAs implement the career ladder that includes Levels 1-4 and maintenance of certificate salary increase for eligible NBC teachers for approved local career ladder plans effective 7/1/26
- LEAs implement the evaluation section that aligns with Blueprint requirements and includes PAR for approved career ladder plans effective 7/1/26
- LEAs implement position descriptions for the Level 4 teacher leadership track section of the local career ladder plan beginning SY26-27
- MSDE collects data in Fall 2026 for eligible NBC teachers who have renewed their NBC certification to then be included in State funding for maintenance of certificate salary increases for SY27-28

35. Is there any funding program associated with a principal receiving NBC in the Blueprint? Or is the additional \$10,000 a local decision even though eventually by law principals are required to have the NBC? As a follow up is there anything in the law that indicates that a NBC certified principal at a low performing school gets the \$7,000 that teachers get?

The Blueprint does not include funding for salary increases for principals who earn NBC or serve in a low-performing school unless they meet the minimum teaching time requirements for NBC teachers.

36. What is the timeline for submitting the administrative track of the career ladder, and when do they go into effect?

The administrator track of the career ladder must be included in the local plans that are due July 1, 2025. More information about the effective date(s) for the administrator track of the career ladder will be provided in a later update.

37. What is the timeline for negotiating and submitting the salary increase for the renewal of an NBC, and when will LEAs begin receiving State funding to support salary increases for teachers who renew their NBC?

LEAs must negotiate the first renewal salary increase and submit it to the AIB by September 1, 2024, in order for State funding begins in FY26. MSDE will collect NBC renewal data in Fall 2024.

Link(s) to additional information:

- [§6-1009](#)

38. The NBPTS allows for early renewal of an NBC, meaning a teacher may opt to renew their NBC in the fourth year of the five-year valid certification period. Does this mean the teacher will be eligible for the salary increase sooner if they opt to renew their NBC in year four of the valid certification period?

State funding for renewing an NBC will not increase until (1) the teacher has successfully renewed their NBC, and (2) the certification period of the existing NBC is exhausted. Salary increases are subject to collective bargaining.

Link(s) to additional information:

- [§6-1009](#)

39. The Blueprint became law in March 2021. Will teachers who renewed their NBC beginning SY22-23 (based on December 2021 results from NBPTS) be eligible for the related salary increase? If so, when will this go into effect?

A teacher who renewed their NBC on or after December 2021 will be eligible for the related salary increase after the LEA submits its career ladder with the negotiated salary increase and the career ladder is approved by the AIB. The State share of funding for the first NBC maintenance earned in December 2021, 2022, 2023, or 2024 will be

included in the FY2026 budget (SY 2025-2026). The amount of the salary increase is a subject of collective bargaining.

Link(s) to additional information:

- [§6-1009](#)

40. The Blueprint became law in 2021. Will teachers who renewed their NBC prior to SY22-23 be eligible for the related salary increase?

A teacher who renewed their current NBC prior to the Blueprint legislation going into effect (i.e. before March 2021) will not be eligible for the related state-funded salary increase. The amount of a salary increase is a subject of collective bargaining.

Link(s) to additional information:

- [§6-1009](#)

41. If a teacher renewed their NBC prior to SY22-23, will they receive a compounded salary increase the next time they renew their NBC? For example, a teacher renewed their NBC in December 2020 and will renew it again five years later. Will the teacher receive a salary increase in an amount equivalent to having renewed twice, or is the December 2020 renewal not counted in the salary increase amount?

In this case, State funding to support the NBC renewal will be the same as if this were the teacher's first NBC renewal. State funding will not be compounded to include increases for two or more renewals retrospectively. The amount of the salary increase is a subject of collective bargaining.

Link(s) to additional information:

- [§6-1009](#)

42. If a teacher who works in a low-performing school earns their NBC in December and the school is not identified as low performing the following school year, will the teacher be eligible for the \$7,000 salary increase if they continue working at that school the next year?

If a teacher earns their NBC in December and the school is not identified as low performing in the following spring, then the teacher will not receive the \$7,000 salary increase beginning July 1 because the school is not low performing at the time the salary increase would be effective. NBC teachers working in a low-performing school at the time the salary increase is provided will continue to receive the \$7,000 salary increase even if the school is no longer low performing, provided they continue to meet the minimum teaching requirements associated with their level of the career ladder and maintain their NBC.

Link(s) to additional information:

- [§6-1009](#)

43. Does the Blueprint language state that starting teachers must not make less than 60k yearly, meaning that only starting teachers are required to earn this salary? Or does the language mean that no teacher in Maryland should earn less than 60k. The confusion/concern among association members is that if the language means the former, you could have starting teachers earning more than teachers with say a decade of experience who haven't yet reached a 60k salary tier. Any clarification on this language would be helpful.

Section 6-1009(e) states that beginning on July 1, 2026, the minimum teacher salary for all teachers shall be \$60,000. The law refers to the minimum salary - not starting salary - and specifically says all teachers. Teacher is a defined term in §6-1001 that applies throughout Subtitle 10; thus this provision does not apply to teachers who do

not meet the definition. However, it may be a subject of collective bargaining.

Link(s) to additional information:

- [§6-1009](#)

44. Are teachers on Level Three required to perform specific duties or responsibilities in order to receive the \$10,000 salary increase?

Section 6-1002(j) states that teachers in the upper levels of the career ladder shall mentor teachers in the lower levels of the ladder, especially those teachers who teach in schools with high proportions of low-performing students. Further, Section 6-1003(a) identifies the activities that Level One, Two and Three teachers should be engaged in during the time when they are not actively teaching, such as improving instruction and leading or participating in professional learning. The specific activities that teachers on Level Three (and other levels) of the career ladder are expected to engage in are subject to collective bargaining. Section 6-1009 specifies that teachers who “Become an NBC teacher” receive the \$10,000 salary increase.

- [§6-1002](#)